Analysis of Instructor's Reflective Talk and Students' Reflections of Online-Based Video Production Class with Collaborative Work Embedded

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Problem Statement

This study intends to clarify how an online-based video production class was taught by investigating both instructor's reflection-in-action and students' course evaluations of their learning experiences.

Methods

1. Investigated "Media Production Studies" (MPS) class (2020-2023)
2. Interviewed with the instructor about his reflection-in-action by overviewing MPS class from 2020 to 2023
3. Analyzed interview transcript using the KH Coder program of co-occurrence networks, and identified seven thematic word groups
4. Extracted meaningful comments from 64 college students' course-end reflective evaluations

Discussions

- Online course design was based on the FTF MPS classes, with some media attributes adjusted.
  (e.g., quick feedback, online learning, speed of media)
- What the instructor expected was effectively received and "digested" among students.
  (e.g., flexible collaborative work, negotiative communication among group members)
- Students had some difficult identifying questions with no single/correct answers.
  (e.g., creative visual and verbal representation, color theory)
- The instructor effectively led students to sophisticated and independent collaborative learning situations in class and groups.
  (e.g., effective conflict resolution, democratic class management)

Results

➤ Instructor's accumulated prior knowledge, applied to MPS class (2020-2023): ① ② ③

➤ Instructor's reflective talk on online-based practice in MPS class: ④ ⑤ ⑥ ⑦

Future Research

➤ How has the instructor's accumulated practice of collaborative learning classes online affected him?

➤ How effectively can teachers design and implement "online work" in their teaching/learning situations?

Subgraph

1 Knowledge of online communication

- The instructor applied conversational techniques in creating on-demand class videos to the synchronous online class.

Subgraph

7 Effectiveness of small-group dialogues

- "Breakout room" communication at the beginning of each synchronized online class (using Zoom) was helpful in making the class run smoothly and comfortably.

Subgraph

6 Foundations of instructional design

- Before-class learning on LMS (using Moodle) is the instructor's control over students' learning, and in-class learning is controlled mainly by students.
- By working together with the teaching assistant(s), the instructor routinely confirmed students' participation in class activities and used the results to improve the progress and teaching methods of the class.

Subgraph

2 Student observation in face-to-face (FTF) and online classes

- The instructor understand what students were thinking/feeling by carefully observing students' reactions in class.
- This highlights the importance of instructors' accumulating teaching experiences, methods and methodology in FTF, online, on-demand and hybrid formats.

Students' comments in relation to Subgraph ②

I learned how to do project management and communication in an online-based class. (2020)

Students' comments in relation to Subgraph ⑥

The instructional design, including quizzes based on reading assignments, was very helpful. (2023)

I learned a flexible perspective during the video production process through visual representation. (2022)

My perspective and ideas were developed significantly during video production because I communicated fully with various class members many times. (2020)

Analysis of Interviewed Instructor Reflection

Frequency: 5 10 15 20 40 60

Jaccard index:
1 : exactly the same elements
0 : no elements in common
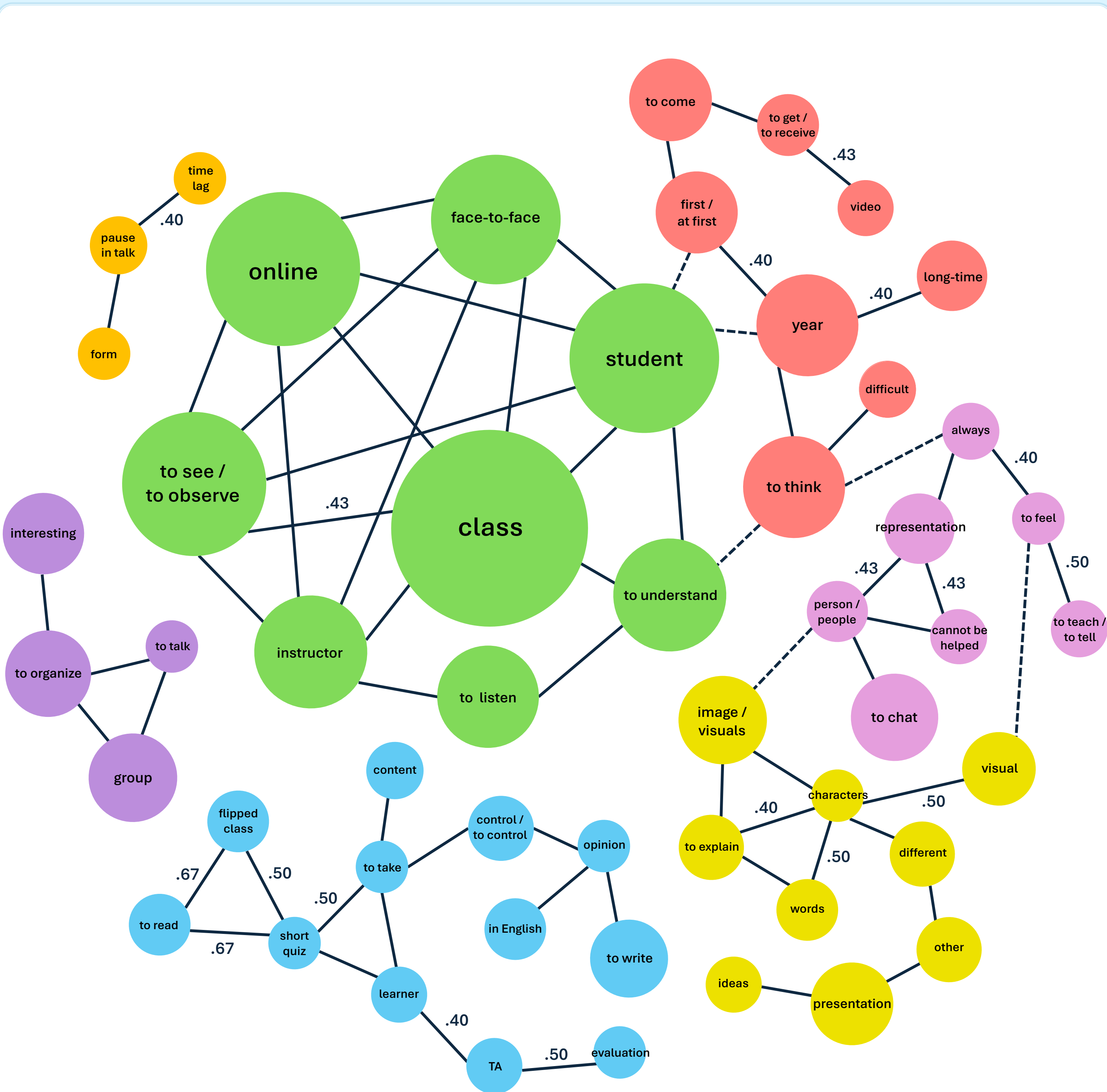
Subgraph

3 Application of the instructor's prior experience

- MPS class has been taught FTF for 20+ years.
- Difficulty of encouraging students to actively communicate or share their thoughts online.

Subgraph

5 Visual production and presentation

- Visuals can be explained along with both written and spoken words.
- Video production in groups and presenting the video to the class are two distinct tasks.
- Effective presentations require different ideas and systematic methods of information delivery.

Students' comments in relation to Subgraph ⑤

Practical learning of actual hands-on production work by ourselves was appreciated. (2022)

I recognized our product became more or less effective during the revision process based on class evaluations. (2023)

I deeply learned how visual and verbal information are interpreted differently, which helped me to verbalize the idea that "not everything is explanatory." (2022)

There was a gap between our intended message and what the audience actually received (2021)

Subgraph

4 Relation between class communication and class content

- MPS requires students to understand media by using it, which means elaborate media representation and expression come first.
- The instructor became aware of the limitations of his expressions when teaching MPS class online.

Students' comments in relation to Subgraph ④

Mechanical and functional limits of the media somewhat affected our more effective production. (2020)

I had to clearly face the gap between my ideal image of the product and my skills in expression. (2021)

Difficult but enjoyable inquiry time exploring questions with no single/correct answers (2022)